



Ani-Bullying Policy

October 2024

Introduction

At Brighton College, Al Ain, we are committed to providing a safe, supportive, and inclusive environment where all pupils can flourish both academically and socially. We believe that bullying, in any form, is harmful and unacceptable, and we strive to ensure that every child feels respected, valued, and empowered to reach their full potential. Our anti-bullying policy aims to foster positive relationships built on mutual respect, curiosity, confidence, and kindness, reflecting our core College values.

Purpose

The purpose of this policy is to:

- Prevent bullying and promote respectful and positive behaviour within our school community.
- Ensure that all pupils, staff, and parents understand what constitutes bullying, and know the steps to take if bullying occurs.
- Encourage open communication and a culture where pupils feel confident to speak out if they or others are being bullied.
- Foster a supportive environment where kindness and inclusivity are promoted, and differences are celebrated.

Definitions

Bullying	The repetitive, intentional harming of one person or group by another person or group, where there is an imbalance of power. Bullying can take many forms: <ul style="list-style-type: none"> • Physical • Verbal • Social/Relational • Cyberbullying
Physical Bullying	This is intimidating behaviour that includes pushing, punching and kicking. It can also take other forms of violent physical abuse and mild physical harassment by a pupil or group of bullying pupils.
Social Bullying	By isolating a person or a group of people from a particular group, excluding them or intentionally neglecting them by a pupil or group of bullying pupils.
Verbal Bullying	It is a common form of bullying in which a person uses certain words (for example: insults, harassment, bad and embarrassing nicknames and similes in order to insult or belittle the victim so that the bully appears in the appearance of a strong and controlling person.
Cyberbullying	Deliberate abusive behaviour by a person targeting someone via the Internet using electronic devices such as computers, smartphones, and tablets by sending a true or false comment or sharing a picture of the victim

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	with the aim of: insulting, humiliating, blackmailing, intimidating, or/ and harassing. Cyber bullying differs from other types of bullying, as it is often from one person to several people or to one person, and the effect of cyber bullying on the victim is frequent so that he receives several negative comments because of one image. As for electronic abuse, it is from one person for one time.
Destruction of Property	Personal property may be the focus of bullying behaviour, which may lead to deformation, breaking, theft, concealment or damage of personal property, including clothing, mobile phones or other devices. A common form of property damage is through the use of textbooks and other educational tools, through which the contents of school bags are scattered on the ground or the pupil's food and drink is destroyed.
Sexual Bullying	Sexual bullying is considered unacceptable behaviour, whether it is physical or non-physical bullying, based on the individual's gender and sexual relations. This type of bullying occurs inside school walls, on school buses, or during school activities outside school walls. Bullying and sexual harassment take the form of sexual comments, taunts, threats, inappropriate physical contact that makes the victim feel uncomfortable or afraid, through the distribution of sexual materials, sending pictures or videos of a sexual nature, or through calls, texts and games containing sexual elements.

Policy

1. Roles and Responsibilities

Roles and responsibilities Everyone involved in the life of the school must take responsibility for promoting a common antibullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not pupil), and by being clear that we all follow college rules. The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

Role of the Ministry of Education:

The Ministry of Education is responsible for the safety of pupils during the school day. The Ministry of Education, through its relevant sectors and departments, does the following:

- Forming a national committee to prevent bullying in the school environment / educational institutions.
- Ensuring and following up that all schools provide a safe, comprehensive, positive and healthy environment for all pupils.
- Ensuring the implementation and sharing of the Pupil Behaviours Management Regulations and the Positive Behaviours Regulations with school staff, pupils and parents.
- Monitor the effective teaching of the moral curriculum and the commitment of all teachers and school staff to the ethical model, Islamic values, cultural and national identity, and social and psychological learning.
- Teachers and school staff receive training to enable them to utilize effective strategies to prevent and deal with bullying in the classroom and in school facilities.

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Governors:

The School Governing Body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed.

The Governing Body will:

- Support the Principal and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
 - Appoint a member of the governing body to have a specific responsibility for bullying

Principal and School Leadership Group:

The Principal is responsible for implementing the Anti-Bullying Policy for:

- Determining measures on the behaviour and discipline that form the school's behaviour policy
- Encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils
- It is a statutory responsibility for schools to record all bullying incidents.

The Principal will ensure that:

- Bullying behaviour is addressed in the Schools' behaviour and discipline policy
- Bullying is addressed as an issue in the curriculum
- All staff receive training that addresses bullying behaviour
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- A senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the Schools' procedures
- Ensure pupils, and where appropriate parents / caregivers, are given regular feedback on the action been taken.

Parents/Caregivers

We expect that parents/caregivers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We

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want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / caregivers to:

- Keep informed about and fully involved in any aspect of their child's behaviour.
- Contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- Contact the school if they know or suspect that their child is bullying another pupil
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent / carer has concerns relating to bullying they should report them to their child's Form Tutor, House Master/Mistress or the Head of School.

Pupils

Without the support of our pupils, we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn. We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Principal and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

2. Impacts of bullying

The Impact of bullying on the social and emotional side:

Impact on 'bully' victims:

- Loss of self-esteem.
- Depression, anxiety, stress and frustration, which in its most extreme cases may lead to self-harm or suicide.
- Pupils have difficulty trusting others, which leads to difficulty making new friends, social alertness, and an increased sense of loneliness.

Impact on bullies:

- Causing depression.
- The formation of an anti-social personality.
- Anxiety disorders;

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- The possibility of drug addiction.
- Adopting illegal behaviours in adulthood
- Psychological harm.

Impact of bullying on learning:

Impact on 'bully' victims:

- Avoiding school and complaining of illness periodically for fear of attending school classes or joining activities to avoid being bullied.
- Escaping from school.
- Facing difficulties in studying.
- Poor ability to comprehend and retain information.
- Poor ability to focus
- Refrain from participating in lessons, activities or discussions
- Low level of educational and occupational attainment.

Impact on bullies:

- Low level of educational and occupational attainment.
- Facing difficulties in studying.

3. How BCAA deals with bullying incidents

3.1 Reporting mechanisms

All pupils and parents are made aware via assemblies, tutor time, parental presentations and the parent handbook the importance of reporting any concerns that they may have related to bullying. Pupils should report any concerns that they have to any member of teaching staff, their tutor, their House Master/Mistress or a member of the senior leadership team.

Parents should report any concerns that they have to the tutor, House Master/Mistress of the Head of School.

3.2 Procedures for dealing with bullying

Four stages of response in dealing with Bullying. NB. Bullying is classed as a level 3 offence within the ADEK Behaviour Policy.

Stage One

If, in the school's routine monitoring of, and dealing with, anti-social behaviour we suspect that a child is being bullied or is becoming a bully, the pastoral lead will see both or all parties to the incident(s), and the usual range of sanctions will apply

- Detention
- Loss of privileges.

Both or all parents will be notified in writing of the incident, and a note of the incident will be placed on the bully's file via Isams. The victim and bully will receive counselling and support from the College Counsellor. The incident is logged on the College Bullying Log.

Stage Two

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If another incident of bullying occurs, the bully's parents will, as a matter of urgency, be invited into school to meet with the SLT.

During this discussion the remaining three stages will be made explicitly clear.

Sanctions as appropriate will apply and notes of the incident will be placed in the bully's file. The victim and bully will receive counselling and support from the College Counsellor. The incident is logged on the College Bullying Log. The incidents will be discussed and minuted at the College Behaviour Committee meeting.

Stage Three

On receiving evidence of a third incident of bullying, a fixed term exclusion or seclusion will follow automatically.

At the end of this exclusion, the parents will meet with the Head of School to discuss re-admission, including, if necessary, a signed contract specifying acceptable future conduct. Notes of the incident will be placed in the bully's file. The victim and bully will receive support and counselling. The incident is logged on the College Bullying Log. The incidents will be discussed and minuted at the College Behaviour Committee meeting.

Stage Four

On receiving evidence of a fourth incident of bullying, a fixed term exclusion or internal suspension will follow automatically.

At the end of this exclusion, the parents will meet with the Principal to discuss re-admission, including, if necessary, a signed contract specifying acceptable future conduct. Parents will be informed that if there are any further incidents then ADEK will be informed, and a formal suspension will be applied for and possible exclusion from the College.

Notes of the incident will be placed in the bully's file. The victim and bully will receive support and counselling. The incident is logged on the College Bullying Log. The incidents will be discussed and minuted at the College Behaviour Committee meeting.

Stage Five

If there is a fifth incident of bullying, the school will decide whether to recommend permanent exclusion from the school. The victim will receive support and counselling.

Except in extreme cases, this policy will be followed stage by stage. Although every effort will be made to ensure that the last stage is not reached, our priority must be to prove a safe and secure environment for all our pupils. The incidents will be discussed and minuted at the College Behaviour Committee meeting.

Strategies / sanctions available to deal with bullying incidents.

- Counselling
- Restorative justice
- Involvement of parents
- Detention
- Internal suspension
- Exclusion

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Approved by

Policy to be reviewed and checked annually by the Head Master.

On behalf of the College Oliver Bromley-Hall -Headmaster

On behalf of the Board of Governors Craig Lamshed – General Manager Bloom Education

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0		Oliver Bromley –Hall and Melanie Rackham	\September 22
2.0	Updated policy to include new staff names and more rigorous procedures	Melanie Rackham and Victoria Shillingford	September 23
3.0	Policy created on new template and updated to include ADEK processes and clarity of process.	Melanie Rackham and Alex Stagogianis	October 24

Related Policies

ADEK Behaviour Management Policy, ADEK Wellbeing Policy, ADEK Inclusion Policy, Safeguarding Policy, E-Safety Policy, Anti-bullying Policy, The School’s Pupil Code of Conduct, Misconduct Policy and Procedures, Positive Behaviour Model, Support and interventions.

Brighton College Al Ain’s Policies and Guidelines

Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice. At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College’s Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS / BSO Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

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